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ABSTRACT

Designed for vocational teachers and administrators, this compilation of materials from various resources provides information, tips, and guidelines for evaluating instructional materials for sex bias and stereotypes, gives suggestions on using biased materials in a non-biased way, and presents guidelines for sex-equity in the classroom. Following an introduction, the first of nine additional sections lists guidelines for evaluating materials in language arts, social studies, mathematics, home economics/industrial arts, fine arts, sex education, natural and physical sciences, and picture books. Section three contains a list of twenty-six questions designed to assist in the development of non-biased curriculum material. The fourth section provides guidelines for using biased materials in a non-biased way. Section 5 presents a twenty-five item teacher self-evaluation questionnaire designed to increase awareness of stereotypes. The sixth section lists nine suggestions on what to do about sexism in elementary classrooms. Suggested guidelines for counselors to use in overcoming sex bias are given in section 7. Section 8 summarizes enrollments in vocational programs (by vocational area and by sex) in the United States, Delaware, Illinois, and West Virginia. The ninth section provides a list of fourteen myths about working women. The final section is an annotated list of sixty-sex equity references. (LRA)

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A GUIDE TO EDUCATIONAL EQUITY IN VOCATIONAL PROGRAMS

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THE EAST CENTRAL CURRICULUM
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Rebecca Susan Douglass, Project Director
East Central Curriculum Management Center
State Board of Education
Illinois Office of Education
100 North First Street, E-426
Springfield, Illinois 62777

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ABSTRACT: This handbook is a compilation of materials from various sources. It contains a checklist for recognizing and eliminating sex bias in instructional materials, suggestions for using biased materials in a non-biased way, and guidelines for developing sex equity in the classroom. A selected bibliography is also included. Although geared for vocational teachers and administrators, this publication can be adapted to meet the needs of all areas of education. Dissemination includes copies to the Sex Equity Coordinators in all states and to State Liaison Representatives and Research Coordination Unit directors in the National Network for curriculum coordination in Vocational and Technical Education. Compiled by Pamela Crawford, Project Associate, East Central Curriculum Management Center.

To Order Contact:

East Central Curriculum Management Center
Illinois Office of Education
100 North First Street, E-426
Springfield, Illinois 62777

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I. FOREWORD

> "Sexism may be defined as words or actions that arbitrarily assign roles or characteristics to people on the basis of sex. Eliminating sexist language will not eliminate sexist conduct, but as the language is liberated from sexist usages and assumptions, women and men will begin to share more equal, active, caring roles."*

In general, a book (film, tape, etc.) is sex-biased if any of the following is true:

1. Personality traits, aspirations, abilities, vocations are identifed with sex.

2. Most women (girls) are characterized as weak, passive, irrational, fearful, self-effacing, artistic, untrustworthy, devoted, domestic

3. Most men (boys) are characterized as strong, competitive, assertive, objective, practical, independent. They work outside of the home.

4. Little space and/or serious attention is given to women's accomplishments in a wide variety of fields.

It is worth pausing to emphasize the word most: The goal is not to portray all women as bold and aggressive, or all men as timid and self-effacing. The important point is that such traits should not be associated with sex at all. Some people are bold while other people are timid. Instructional materials should not show a pattern of linking such individual characteristics with groups defined on the basis of sex.**

Biases, both subtle and flagrant, in instructional materials shape the attitudes of students at all grade levels. When biased materials are used without explanation of the biases, it implies approval of the content and focus. As biases are eliminated or at least acknowledged and explained, schools can provide a more rounded and equitable education and students will be more free to choose careers and lifestyles that are not stereotyped.

This document provides information, tips and guidelines for evaluating current and prospective instructional materials for sex bias and stereotypes and gives suggestions on using biased materials in a non-biased way. A listing of selected resources is included.

This compilation of information is not meant to be the final word on evaluating material for education equity. It is merely a guide to assist in the elimination of sex bias in education.

*National Council of Teachers of English. Guidelines for Nonsexist Use of Language in NCTE Publications. Copies available from NCTE, 1111 Kenyon Road, Urbana, Illinois 61801 (1-15 copies free)

**Self Study Guide to Sexism in Schools, Pennsylvania Department of Education and Pennsylvanians for Women's Rights, 1975

II. GUIDELINES FOR EVALUATING INSTRUCTIONAL MATERIALS FOR SEX BIAS AND SEX STEREOTYPES

LANGUAGE ARTS - In non-sexist materials:

Readers:

1. Girls are depicted as often as boys, women as often as men.

2. Females' roles are as varied as males' roles.

3. Females face and solve their own problems.

4. Females' accomplishments, not their clothing or features, are emphasized.

5. Derogatory references (tomboy, sissy, old maid) are omitted.

6. Biographies of women (beyond mere tokenism) are included.

Anthologies:

1. Selections by and about women are included.

2. Biographical headnotes on authors do not imply that women write intuitively while men are conscious artists.

3. Background materials discuss the position of women in the society of the era, attitudes toward women writers, and the social, political, and economic implications of literary conventions regarding women.

Language Arts:

1. Stereotyping (such as associating women with the kitchen and men with business) is avoided in introducing vocabulary units.

2. Assumptions about women and men inherent in the language are discussed. Example: masculine and feminine.

3. Constant listing of the feminine pronoun in a secondary position (such as he and she and he, she, it) is avoided. (An alternative is to list them alphabetically: he/she, her/him.)

Avoid sexist language such as:

* The generic "he" used to include both males and females when sex is unspecified (e.g., the carpenter. . .he. . .)

* The generic "she" used where the antecedent is stereotypically female (e.g., the housekeeper. . .she. . .)

* A universal male term used when the word is meant to include both sexes (e.g., mankind, forefathers)

* Occupational titles used with man as the suffix (e.g., chairman, businessman)

* Unnecessary focus on the person's sex when a woman or man holds a non-traditional job (e.g., the woman doctor, the male nurse)

* Non-parallel terms used in referring to males and females (e.g., Dr. Jones and his secretary, Ellen; Senator Kennedy and Mrs. Ghandi)

* The words "women" and "female" replaced by pejorative or demeaning synonyms (e.g., girls, fair sex, chicks, ladies)

* Describing women in terms of their appearance or marital and family status while describing men in terms of accomplishments or titles (e.g., Senator Kennedy and Golda Meir, mother of two)

* Presenting women as either dependent on, or subordinate to, men (e.g., John took his wife on a trip and let her play bingo)

* Using sex-fair language initially and then slipping into the use of the generic "he" (e.g., A worker may have union dues deducted from his pay)

SOCIAL STUDIES - in non-sexist materials:

History:

1. The roles of women are treated equally with the roles of men. They are given equal attention, and equal importance is attached to them.

2. Both women and men are depicted in a variety of roles.

3. Women in nonstereotyped roles (such as politician and labor leader) are treated sympathetically and seriously, not as laughable oddities.

4. The women's movement is discussed as a serious and continuing struggle, not one that ended with the right to vote.

5. Subsuming terminology (such as "the pioneers and their wives" and "the settlers and their wives and children") which suggests that women were not pioneers and settlers is avoided.

6. The use of man or men or mankind or people is avoided.

Some questions to consider:

* In historical and biographical references are women adequately acknowledged for their achievements?

* Are quotes and anecdotes from women in history and from important living women used as frequently as those from men?

* Is there acknowledgement of the limitations placed on women in the past (e.g., women couldn't attach their names to literature, music, inventions, etc.)?

* Are women identified by their own names and not by their husbands' names (e.g., Marie Curie, not Mme. Pierre Curie)?

* When a historical sexist situation is cited, is it qualified when appropriate as past history and no longer accepted?

* When a historical sexist situation is cited, is it qualified when appropriate as past history and no longer accepted?

Sociology and Psychology:

1. The process of social conditioning is described in such a way as to make it clear that masculine and feminine are socially defined concepts that vary from culture to culture.

2. Non-Freudian studies of female psychology by feminist psychologists and psychiatrists are included.

3. Courses and units on marriage and the family should be expanded to present a variety of lifestyles (such as single adult living).

4. Courses and units on human development stress individual growth, not adjustment to a statistical norm.

5. Divorce, illegitimacy, juvenile delinquency and prostititution are treated as problems of the whole society. It is not suggested that these are problems created or increased by the emancipation of women.

6. The text indicates that a division of labor based on physical differences ceases to be essential in an automated, mechanized society.

Economics:

1. Information on women in the labor market is included.

2. The problem of sex discrimination is discussed.

3. The subject of women and property laws, and the effect of marriage on a woman's property rights, is discussed.

4. Women are examined as consumers, including methods of manipulation employed by the media.

5. The positions of women under different economic systems are examined.

6. Sex stereotyping such as having women concern themselves with the household budget and men with the stock market) is avoided.

7. The increasing movement of both men and women into non-traditional occupations is discussed.

Political Science:

1. The legal status of women is discussed.

2. The under-representation of women in all levels of government is discussed.

3. Government and policy-making are treated as appropriate vocations for both men and women.

In describing occupational and social roles in the above subjects the following should be avoided:

* Associating certain jobs automatically with women and others with men (e.g., practical nurse, secretary - female; construction worker, plumber - male)

* Reinforcing housekeeping and family responsibilities as a prime consideration for females in choosing and maintaining a career (e.g., flexible hours, proximity to home)

* Presenting the wife as needing permission from her husband in order to work (e.g., higher income tax bracket)

* Assuming that the boss, executive, professional, etc., will be male and the assistant, helpmate, "gal friday" will be female.

* Assuming that in addition to professional responsibilities, women will also have housekeeping tasks at their place of business (e.g., in an assembly plant with workers of both sexes, the females make the coffee)

* Using tokenism, in an occasional reference to women or men in non-traditonal jobs, while the greatest proportion of the material remains job stereotyped (e.g., one female plumber, one black woman electrician)

* Portraying men and women as having sex-linked personality traits that influence their working abilities (e.g., the brusque male supervisor, the female bookkeeper's loving attention to detail)

* Assigning women and men the traditional roles of male as breadwinner and female as caretaker of home and children.

* Stating a woman's marital status when it is irrelevant and when the same information about the man is not available (e.g., Mr. Clark and Mrs. Brown were co-workers)

* Assuming, in a family where both adults work, that females are responsible for indoor housekeeping chores and males are responsible for outdoor lawn and car chores.

* Assuming, if a couple work together in a business, that she will assist him (e.g., Mary does bookkeeping and secretarial chores while Dan decides policy and attends to any heavy work)

* Including information about family relationships which is not relevant to the task (e.g., Jane Dawson, mother of four, is the new supervisor)

* Overlooking opportunities by the writer to present equality in occupational or social roles.

ARITHMETIC AND MATHEMATICS - in non-sexist materials:

1. Examples should be drawn from all aspects of life. Boys and girls depicted in examples should not be sex stereotypes (e.g., boys as well as girls should bake cookies and girls as well as boys should build club houses).

2. Suggestions that women are incompetent in mathematics (such as "Jane's way" and "John's way" to depict the long and short method, the wrong and right way) are avoided.

HOME ECONOMICS/INDUSTRIAL ARTS - in non-sexist materials:

1. All areas of practical information for personal survival (from cooking and sewing to the use of simple tools and auto repair) are desribed to facilitate the movement away from sex-segregated courses.

2. Suggestions that certain kinds of work are for women, others for men, are avoided.

Some stereotypes to avoid:

* Presenting men as only rarely concerned with clothing and hairstyle.

* Focusing grooming advice only on females and presenting as a factor in being hired.

* Considering a smiling face advisable only for a woman in many occupations.

* Presenting women as more adroit with a typewriter than a saw.

* Presenting men as dextrous and at ease with tools and machines and baffled when confronted with a filing cabinet.

FINE ARTS - in non-sexist materials:

1. Achievements of women and men are discussed with equal attention and seriousness, and research is encouraged.

2. The text does not suggest that participation in certain of the arts is inappropriate because of sex (such as the ballet for men).

3. Artistic conventions regarding women are discussed.

4. Discussions do not suggest that women excelling in the arts do so because they are naturally more subjective and intuitive and, therefore, artistic in some respects.

5. Art history texts discuss domestic crafts as important contributions.

SEX EDUCATION - in non-sexist materials:

1. Depending on the age level, the text includes some or all of the following subjects:

   -equality as the necessary basis for a love relationship
   -the social and political implications of the double standard
   -sex, reproduction and parental responsibility
   -birth control methods and reliability
   -a definition of sexuality in non-Freudian, nonstereotyped terms

NATURAL AND PHYSICAL SCIENCES - in non-sexist materials:

1. The discoveries and achievements of women are discussed with equal seriousness and attention as those of men. Example: Madame Curie is shown as someone more than her husband's assistant.

2. Problems and/or discussion questions avoid sex stereotyping, and illustrations show girls working science problems as often as boys.

Avoid:

* Presenting or describing only men in terms of accomplishment or character rather than appearance.

* Describing females in terms of their physical appearance rather than in terms of accomplishment or character.

PICTURE BOOKS - in non-sexist materials:

1. Females are shown to be equally as competent as males.

2. Females are shown as frequently as males.

3. Females and males engage equally in activities. Examples: "All the children ran," "All the children washed the dishes."

4. Females and males are shown in a variety of occupations.

5. Stereotypes of family roles are avoided. Example: The mother sometimes works outside of the home, while the father works in the home.

6. Females are proud and happy to be females; males are proud and happy to be males.

7. Males are shown with emotions appropriate to the situation. Example: Fathers show tenderness toward children.

Some stereotypes in illustrations to avoid:

* Showing men as taller and more vigorous, women as smaller and more fragile.

* Illustrations representing mainly young, attractive and preferred-body types both in composite pictures as well as in the body of the material.

* Women shown as caring for the home and children while men earn the income.

* Women and men commonly drawn in stereotyped body postures and sizes with females shown as consistently smaller, overshadowed, or shown as background figures.

* Use of pastel colors and fuzzy line definition when illustrating females and strong colors and bold lines for males.

* Women frequently illustrated as the cliche "dumb broad" or child-woman.

* Using stereotyped stick figures to bias graphs and charts.

* Using genderless drawings in order to avoid making a statement or to appear to be sex-fair.

* Picturing bosses, executives and leaders as males.

* Only an occasional token woman pictured as a leader or in a nonstereotyped role.

Other Considerations in Evaluating Audio-Visual Materials:

-Are male voices used consistently to narrate audio material?

-Are female voices used only when dealing with traditional female occupations, such as child care?

-Do illustrations of males outnumber those of females?

-Has the illustrator missed opportunities to present sex-fair images?

-Is the text inconsistent with the illustrations (e.g., a sex-fair text illustrated with sexist graphics)?

-Are the illustrations stereotyped (e.g., male mechanics and female teacher aides)?

-When children are illustrated in role rehearsal, such as play, are their behaviors and aspirations stereotyped?

The above material was adapted from Self-Study Guide to Sexism in Schools, Pennsylvania Department of Education and Pennsylvanians for Women's Rights, 1975, and Guidelines for Sex-Fair Vocational Education Materials, Women on Words and Images, Princeton, N.J. under contract with the Office of Education, U.S. Department of Health, Education, and Welfare.

III. DESIGNING NON-BIASED VOCATIONAL CURRICULUM UNITS

The following is a list of questions designed to assist in the development of non-sexist, non-stereotyped curriculum. "Yes" answers are most desirable. This material was adapted from the October 1977 "Checksheet for Educational Equity in CIMC Curriculum Materials," prepared by the Oklahoma State Department of Vocational-Technical Education, Curriculum and Instructional Materials Center. These guidelines can be adapted to other areas of education as well as vocational education.

GENERAL QUESTIONS:	YES	NO
1. Does your unit, in both its textual content and illustrations, evidence on the part of the writers, artists, and editors a sensitivity to prejudice, to stereotype, and to the use of material which would be offensive to either women or men or to any minority group?	_____	_____
2. Have you consulted the updated Dictionary of Occupational Titles for the new, nonstereotyped job titles?	_____	_____
3. Have you checked the numerical proportion of females and males in your vocational area?	_____	_____
Minorities?	_____	_____
Disadvantaged?	_____	_____
4. Do your units reflect the fact that many American women with children work outside the home?	_____	_____
Example: In 1976, over 49 percent of all mothers with children under 18 worked outside the home.		
5. Have you shown girls as having and exercising the same options as boys in their play and career choices?	_____	_____
Example: Encouraging girls to show an interest in mathematics and mechanical skills, while not discouraging boys for exhibiting an aptitude for cooking, sewing, or child care.	_____	_____
6. If the unit is for a traditionally female area of study, have you included a section that points out a broader set of opinions and encourages women to aspire to a more active, assertive, and policy-making role?	_____	_____
UNIT AND SPECIFIC OBJECTIVES:		
7. Is the unit objective written using "student" and not "he" or "she"?	_____	_____
8. Are personal pronouns (she, he) left out of the specific objectives?	_____	_____
SUGGESTED ACTIVITIES:		
9. Does the suggested activities page contain a wide range of nonstereotyped activities, when applicable?	_____	_____
Example: Visiting men and women in nontraditional jobs in a particular field of trade area		
10. Have you brought to the attention of the reader relevant facts about bias and stereotyping that pertain to your vocational area?	_____	_____

INFORMATION SHEET:

11. Does the information sheet include some mention of the people not traditionally employed in that particular field? _____ _____

12. Have you alternated the use of he/she, she/he, women and men, and men and women in the text of your unit? _____ _____

13. Have you acknowledged the achievements of women and minorities in your field when suitable achievements are currently underrepresented? _____ _____

    Example: If there is a history objective in an orientation unit, women and men should be represented if notable achievements have been made by both sexes. _____ _____

14. Have you avoided tokenism in the presentation of women, minorities, and the handicapped by showing them in proportions equal to the population? _____ _____

15. Have rights, opportunities, and accomplishments of women and minorities been openly discussed whenever relevant to the topic at hand? _____ _____

    Example: Contributions of American women to nursing

16. Have you used substitutions for "man" words? _____ _____

    Examples: Not mankind, but humanity, human beings, human race, people

    Not man's achievements, but human achievements

    Not man-made, but artificial, synthetic, manufactured

    Not manpower, but human power, workers, workforce

17. Have you tried to avoid occupational terms ending in "man" and to replace them with terms that can include members of either sex unless they refer to a particular person who is, in fact, male? _____ _____

    Examples: Fireman as fire fighter

    Salesman as sales representative, salesperson, sales clerk

    Foreman as supervisor

ART WORK (ILLUSTRATIONS AND TRANSPARENCIES):

18. Are racial and gender balance evident in photographs, drawings, and transparencies? _____ _____

    Examples: Women as power line technicians

    Men as home economists

    Minorities as supervisory personnel

    Handicapped as industrial workers

19. Have you made an attempt to break job stereotypes by showing men and women of all races and the handicapped in a wide variety of professions and trades? _____ _____

    Examples: Showing women as well as men as plumbers, bridge-builders, computer operators, TV repairers, truck drivers, welders, agriculturists

Showing men as well as women as nurses, secretaries, file clerks, data processors, dental assistants, cosmetologists

Showing persons with exceptionalities in various occupations such as truck drivers, public servants, authors, typesetters, teachers, industrial workers, etc.

20. Does your unit present many instances of fully integrated human groupings and settings to indicate equal status and nonsegregated social relationships? _____ _____

21. Have you maintained a 50-50 balance between the sexes in all art work? _____ _____

22. Do the illustrations include all physical types and occasional evidence of physical handicaps, avoiding stereotyped associations with these images? _____ _____

    Example: People should be thin, fat, "average," tall, short, some wearing glasses, an occasional hearing aid, crutches, in a wheelchair, using deaf sign language

23. Have you shown a variety of facial features, skin tones, hairstyles, dress, environments, and activities for races and minorities? _____ _____

24. Are charts and art work in large enough type so they can be read by the visually impaired? _____ _____

ASSIGNMENT SHEETS:

25. Have you shown a realistic variety of family clusters here as well as on the information sheet and elsewhere in the unit? _____ _____

    Examples: One-parent families, extended families, one-child families, single adults _____ _____

JOB SHEETS:

26. Are the job sheets written and illustrated in nonbiased terms and without reference to the "traditional" jobs that people have held in the past? _____ _____

IV. SUGGESTIONS FOR USING BIASED MATERIALS IN A NON-BIASED WAY

In this day of high costs and often limited funds, it is not always possible to acquire new, updated and/or non-biased educational materials. If you have evaluated the textbooks and other materials currently in use by your school or district and found them to be biased but the district cannot afford to replace them immediately, here are some suggestions for using them in a non-biased fashion. These suggestions were reprinted from "Guidelines for the Creative Use of Biased Materials in a Non-Biased Way" developed by Women on Words and Images under contract granted by the U.S. Office of Education, Bureau of Occupational and Adult Education.

GUIDELINES FOR DEALING WITH LANGUAGE

* Masculine Generic Forms
  Point out the use of masculine generic terms; for example, mankind instead of humanity; manpower instead of human energy; manmade when referring to artificial or synthetic. Discuss this aspect of language with the students. Use the following questions to stimulate discussion:

  Do the female members of the class feel a part of the generic class labeled mankind?

  Why should generic male terms be used to indicate both males and females? If it is really meant to be inclusive, why not use a gender-free term such as humankind?

* Masculine Pronouns
  Point out the use of masculine pronouns he, his, him where he or she, her or his, or him or her should be used. Raise the same questions as suggested above.

* Gender Nouns that Denote Occupations
  Point out the use of masculine gender nouns that denote occupations; for example, businessman, middleman, fireman, policeman, salesman, foreman. Discuss these terms using questions similar to those above:

  Do female students feel excluded from occupational categories labeled businessman, salesman, foreman?

  Shouldn't we use common gender nouns such as firefighter, salesperson, or businessperson, which are non-biased and do not exclude people on the basis of sex?

* Inconsistencies
  Point out inconsistencies in language in the materials. This may be the result of good intentions, but reflects a lack of awareness, or in some cases, tokenism. For example, a text may begin with the statement, "Both men and women can be electricians," and then continue to refer to "the electrician ... he." Other examples are the occasional use of she/he, but more frequently he is used; or the use of he/she with masculine occupational nouns such as policeman, fireman, etc.

* Disparaging Words
  Point out disparaging words such as "cute secretary," "the girls in the front office," "the attractive nurse." Raise the following questions:

  Are adjectives such as cute, attractive, or beautiful, appropriate for the occupations?

  What are the students' reactions to the use of girl instead of woman?

  What are the students' reactions to the use of boy in place of man? What does the phrase "the boys in the office" connote? Contrast these reactions to "the men in the office."

  Are the reactions to girl and woman different from boy and man? Do they have different connotations?

  Who might use the phrase "the girls in the office" or "the boys in the office?" Does who is using the phrase make a difference?

  Should this kind of language be used in vocational education materials? Why?

* Avoidance of Reference to Gender
  Point out instances where any reference to gender has been avoided in relation to occupations and roles; for example, "the electrician will ...", "the plumber does ..." While this avoids stereotypical language it is ineffective in increasing the career options presented for males and females and leaves us with the old mental images. Pointing out that gender-free terms include both males and females will help break down these stereotyped images.

Discuss the cumulative effect of biased language:

What effect does the constant use of sex-biased language have on students?

How does it help shape their self-concept?

Are males and females conditioned to think differently about themselves as a result of the cumulative effect of sex-biased language in these materials as well as elsewhere?

GUIDELINES FOR DEALING WITH ROLES

* Stereotypical occupational roles
Call attention to stereotypical occupational roles. For example, are only males addressed when the materials discuss plumbers, machinists, welders, electricians, bricklayers, etc.? Are only females addressed when the materials discuss nurses, secretaries, beauticians? Discuss these occupational roles with the students. Use the following questions to stimulate the discussion:

Is there anything required, physically or mentally, by the occupation which could not be done effectively by either sex?

Are there currently members of both sexes in this occupation? For example, there are female telephone lineworkers, welders, plumbers, etc. Why aren't these shown in all materials dealing with these occupations?

How do the students feel about male nurses, female doctors, male secretaries, female welders, etc.? Point out that the biases they may have to these non-traditional occupational roles reflect cultural stereotypes about the sexes.

Are men seen as less masculine and women as less feminine if they choose non-traditional roles? What is masculinity? What is femininity? What does sex have to do with occupational roles?

* Inconsistencies in presenting occupational roles
Point out and discuss any inconsistencies in the presentation of occupational roles. For example, are both male and female assembly line workers shown and only male plant supervisors? Are male secretaries shown but not female executives?

* Leadership roles
Are only males shown in leadership roles? For example, are the presidents, vice presidents, and owners of businesses always male? Are police captains, shop supervisors, and office managers always male? The following questions can be used to facilitate a discussion:

Could women, with equal training and experience, do the job just as effectively?

Do the materials being used reflect what exists in society? If they do, should this situation continue to exist? Why? Are individuals or society losing anything from this?

* Tokenism
Point out any tokenism in the material being used. Does the material only occasionally present a non-traditional occupation for either males or females? For example, does a text on the building trades present just a few occupational roles for women? Does a text dealing with the paramedical profession present only a few roles for men? Or does the material present men and women in all roles working earnestly and equally side by side?

* Social roles
Are vocational choices tied to social roles? Are only women told to choose occupations that will allow them time off, and flexible schedules to accommodate raising a family? The option to do this should be presented to both sexes as a matter of choice, not prescription. Are secondary roles attributed to wives? For example, "the shopowner's wife can keep the books and do the secretarial chores." Are females portrayed as possessions and dependents? For example, "after the children have grown many husbands allow their wives to go back to work," or "most married women do not need full-time jobs." Are only two-parent nuclear families shown, with father as wage earner and mother as homemaker? The area of social roles is probably the most difficult one to deal with. Most students have spent their lives in a stereotypical environment and have read many biased textbooks. Many of them do not have the confidence or inner resources to explore options on their own. The following questions explore stereotypical social roles in some biased materials, and will help students deal with their own cultural biases:

Given the fact that 90% of the women in the U.S. work for some portion of their lives, and the number of women in the labor force is increasing every year, shouldn't women prepare for careers in which they will find satisfaction and not ones that only allow them a flexible schedule?

Shouldn't men also be given the option of having more time to spend raising their children?

Should the total or major responsibility for the financial support of the family always be placed on the father?

Should women have to choose between having a career or being mothers? Does our society ask this of men? Why? Why does it seem that women know more about raising children than men? Could men develop this ability also? Would knowing this destroy their masculinity?

If a woman chooses both to have a family and a career, is she less likely to be a good mother? Is it possible for her to do both well? What ingredients are necessary for her to be able to do both well?

If a man chooses a less time-consuming job, or chooses to be the parent who takes time out of a career to be at home with the children, is he less masculine?

Should women prepare themselves to be financially independent? What is the best way to do this?

Should a husband have the right to allow or not allow his wife to return to work if she has taken time out of her career to be at home? Why?

Should the job of homemaker be relegated by one spouse to another, or should the needs of both people be taken into account?

What happens to a person when potential, ambition, and desire for a vocation are thwarted?

GUIDELINES FOR DEALING WITH THE PORTRAYAL OF PERSONAL TRAITS

* Personal traits
  Point out instances where personal traits are sex-linked. For example, are the traits of independence, decisiveness, persistence, inventiveness, or creativity, expected more often of men than women? Are men portrayed as having these characteristics more often than women? Are women shown as being more vain and emotional, and less assertive and competent than men? Point out that the capacities for these qualities exist in both males and females, and that there is a need to develop positive traits in both sexes. Make a list of positive job-related traits. Ask the following questions:

  Do the students see some of these as desirable only for males or only for females? Why?

  Have males and females been socialized differently?

  Should these traits be encouraged in all human beings?

* Physical attributes
  Is unnecessary reference made to physical attributes, such as, the "attractive" secretary or the "good looking" vice president? If the attributes are not job-related, there is no need to mention them. Students should be made aware of these when they are sexist.

GUIDELINES FOR DEALING WITH SEX-BIASED ILLUSTRATIONS

The illustrations in vocational education materials reinforce the images presented in the text. Teachers should be aware of biases, some of them subtle but potent, that exist in many illustrations. These should be pointed out to students. They can be a concrete base from which to discuss the biases in the materials. The following are particular areas of concern.

* Omissions
  Have either males or females been omitted from traditionally sex-stereotyped occupations? For example, the text may state that nursing is an occupation both men and women should consider as a career, but show only women in the graphics. Or a text dealing with the building trades may state that women can be electricians, plumbers, welders, etc., but show only males in these roles in the graphics. The people in these illustrations are usually shown performing the duties of a particular occupation. This is a good place to ask:

  Why couldn't members of either sex do that job?

  What is required physically of the person doing the job?

  Since males and females come in different sizes and shapes and have varying amounts of physical strength and energy, isn't it possible there would be both males and females capable of performing jobs that require physical strength?

Do students feel that males don't have the capacities to perform traditionally female occupations, and females don't possess the ability to perform traditionally male occupations; or is it because society has said that these are unattractive or unacceptable occupational roles for males or females?

Do the students think a woman welder or electrician is less feminine than a woman salesperson or beautician? Why? You may again wish to discuss the meaning of femininity.

Do the students think a male nurse, hairdresser, or elementary school teacher is less masculine than a male truck driver? Why? You may want to have the students define masculinity again.

Should occupations be determined on the basis of sex or on the basis of ability, interest and desire?

* Subordinate roles
Are women only shown in secondary roles in the materials? For example, are executives always male and secretaries always female; is the store owner always male and the sales help female; is the job supervisor always male, etc.? Should the reverse situations be shown? Why?

* Tokenism
Are women and men only occasionally illustrated in non-traditional occupations? For example, one black female doctor in an illustration of a group of doctors, or one male telephone operator in a whole line of female operators. This illustrates an attempt at compliance but is not a wholehearted effort to eliminate sex bias.

* Physical portrayal
Are females illustrated as curvaceous, beauty queen types, and males as tall, handsome, and perfectly proportioned, instead of an array of sizes, shapes, and physical attributes that depict the population realistically?

OTHER SUGGESTIONS FOR ELIMINATING SEX BIASES IN VOCATIONAL EDUCATION

* Invite people employed in non-traditional occupations to speak to students.

* Use audio-visual and other supplementary materials that are non-biased.

* Avoid new purchases of biased materials. Some publishing companies have attempted to eliminate sex biases from materials, and some materials are more bias-free than others.

* As a teacher, be aware of the myths and realities that surround the issue and point these out to students.

* Present students with an actual picture of the work world and prepare them realistically for the changes that are occurring. Some techniques that can be employed to prepare students for these changes are:

  Discussion of the sex biases that exist in the culture, including their sources and how they are perpetuated.

  Use of case studies dealing with the problem.

  Use of role playing to get students involved at a personal level.

  Use of curriculum intended to eliminate sex biases.

* Have students develop a plan of their ideal career choice, based on the occupational requirements and their aptitudes. Have them include obstacles and difficulties they would have to overcome. Have them indicate in their plan how they would surpass the obstacles. Use this an opportunity to support non-traditional vocational options.

The materials in Sections V through IX have been used as supplementary handouts at Sex Equity workshops conducted in Illinois. These materials may be reproduced for use in similar activities.

V. TEACHERS' SELF-EVALUATION QUESTIONNAIRE

In an effort to increase your awareness of stereotypes, spend some time observing your behavior in the classroom.

1. Do you group children according to sex and/or compete sex one against the other?

2. Do you place value judgments upon children depending on his/her appearance (boys who wear heels, or have long hair -- girls who wear jeans or are unconcerned with their appearance)?

3. Do you expect behavioral differences in boys and girls (boys to be loud and rough -- girls to be more quiet and gentle)?

4. Do you expect a difference in academic preferences in boys and girls (boys favoring math and science -- girls preferring reading and art)?

5. Do you emphasize the attractiveness of girls and the strength and abilities more often in boys?

6. Do you make an effort to change sex-stereotyped material that you must use in the classroom? (Change the gender of main characters in stereotyped books when possible as with animals, involve the class in rewriting stereotyped material. Draw attention to stereotyped statements.)

7. Do you make an effort to liberalize our language from sexist terminology (refraining from using male terms for all humanity or when referring to a teacher in the abstract, not using the pronoun she or her)?

8. Do you discipline boys more harshly than girls?

9. Do you give boys more instructional time?

10. Do you involve fathers as much as mothers in your communication with the child's home (scheduling of parent/child teacher conferences when both fathers and mothers are likely to be available)?

11. Do you do all you can to see that all extra curricular activities involve boys and girls together (P.E., music, lunch, interest clubs, etc.)?

12. Do you use resource people in the classroom to show the changes in sex roles (woman changing a tire, father changing a diaper, a woman carpenter, a male librarian, a mother and father who both work outside the home -- how they share household maintenance)?

13. Do you supplement with current material on new openings in careers for males and females?

14. Do you call on only boys to do chores involving strength (carry stacks of books, move tables)?

15. Do you encourage dominant roles for girls as well as boys (girls placed in leadership positions -- boys encouraged to follow and receive help from girls)?

16. Do you encourage friendships between the sexes (assign joint projects, group class according to interests)?

17. Do you write publishers to complain when material you receive does not treat the sexes fairly or equally?

18. Do you encourage all children to use a variety of materials for recreation and learning (bat and ball, dolls, trucks, hammers, jump ropes, measuring cups and spoons, etc.)?

19. Do you encourage children to try a variety of roles in play (parent, fire fighter, truck driver, cook, etc.)?

20. Do you encourage all children to try a variety of enrichment activities (girls learning to play the drums -- boys learning gymnastics or ballet)?

21. Do you accept and encourage an equal display of anger and pain in boys and girls (girls hitting and fighting -- boys crying)?

22. Are there specific classroom areas for boys and girls to play in (whether labeled as such or not)? For example, do you have a housekeeping area with kitchen toys for girls and a construction area for boys, a separate book section for boys' books or girls' books? What happens when a boy heads for the kitchen corner (doll area, etc.) or reads girls' books? Or the girls head for the construction corner? Note the students' responses; note your own.

23. Do you plan different activities, or different roles within an activity, for boys and for girls? How are they different?

24. Who do you ask to do secretarial chores and special tasks? Is this group predominantly male or female? Do you ask for a "strong boy" or a "good girl"?

25. Notice the verbal cues for sex-role behavior that you mention during a day. For instance, "Boys should_____." "Big boys don't_____." "Nice girls won't_____."

This questionnaire is intended only to stimulate thought. As these are mostly value/judgment questions, there are no "right" answers.

Source unknown.

VI. WHAT TO DO ABOUT SEXISM IN YOUR ELEMENTARY CLASSROOM

Practical Suggestions from Anne McEvoy Schmid, Member, AFT Women's Rights Committee *

1. Have students examine reading material to collect statistics about number of girls as compared to number of boys. They may also want to compare girls' activities to boys' activities.

2. Plan to read stories with sex roles reversed. Say "she" when the book read "he" or make the main character a girl instead of a boy. Students may enjoy experimenting with this technique themselves.

3. When spelling words are read in sentences, try using role reversal. If the list contains "dishes," let father do them.

4. When devising worksheets, use non-sexist language. On an animal sheet refer to the animal as "it." Surprisingly, most children's stories refer to animals as "he" unless it is wearing an apron or a ribbon.

5. Create characters named Sally and Sam. Using a flannel board, show their lives as identical in development and education; but end the story with Sam being hired as a highly paid executive when Sally becomes a glorified secretary. Results of this outcome are many differences in living style.

6. On February 15 read the proceedings of the Susan B. Anthony Trial. The age of your students will determine the type of discussion you carry through.

7. Rate books on the amount of sexism** they contain and send results of class's attitudes to the author and publisher.

8. Assign classroom duties in non-sexist ways. Operating equipment and "heavy work" should be done by girls as often as boys.

9. Do not use reprimands that direct girls to act like ladies while ignoring similar behavior in boys.

Human Rights in the classroom must not become a two-week unit on "Women in History." This problem must be tackled with changes in attitude and point of view that permeate the entire curriculum. Eventually, the teacher and students both will become so attuned to discrimination that their ears will perk up whenever they are confronted with offensive material. - Pam McGee

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*Abstracted by Pam McGee, Chairperson, Women's Rights Committee, Tacoma Federation of Teachers, from "Let Brother Bake the Cake," American Teacher, November, 1972.

**Use AFT convention resolution on Sexism and Teaching Materials as a guide.

VII. OVERCOMING SEX BIAS AND STEREOTYPING: A SUGGESTED GUIDE FOR COUNSELORS *

* Academic, career and personal counseling should be available to all students.

* All students should be encouraged to consider seriously all programs of study, and to make choices based on their interests and talents rather than on their sex.

* Students should not be discouraged from taking any class because of their sex.

* Students should be encouraged to consider career options not traditionally associated with their sex. (This should occur not only in individual counseling late in high school, but also in a coordinated career development program beginning at least as early as the middle years.)

* Career materials should be free from sex-bias.

* Work/study experience should not be assigned on the basis of sex, either in terms of who participates in the program or in terms of the particular type of work assigned.

* Sex-biased vocational inventory tests (those with separate forms for women or items depicting sex stereotypes) should not be used.

* Every standardized test should state clearly the population on which it was normed (including sex breakdown) and the uses to which it may validly be put.

* Standardized test items should avoid sex stereotypes in the content of problem statements.

* Personal counseling should place emphasis on individual characteristics rather than traditional masculine or feminine roles.

* Guidance personnel should make every effort to keep pregnant students in regular school programs and to provide special guidance where necessary.

* Pursuant to the Freedom of Information Act, a student or the student's parents have the right to examine that student's school records. This option should be exercised to review records for sex-biased comments, test results and/or interpretations. The ruling provides that student or parental consent should be obtained before records are released to other parties.

* College counseling should provide the student with knowledge of different types of postsecondary programs and institutions.

* Special programs (such as role model seminars and workshops on family relationships, career aspiration and career problems) are provided to help overcome the effects of past discrimination.

* Career counseling should reflect an awareness of the changing roles of and expanding opportunities for women.

* All students should have access to both female and male counselors.

* Every effort should be made to give academic, personal and vocational advisers an understanding of the changing role of women and to assure advising which is free of sex bias.

* Specially designed programs on career aspirations and future vocational problems should be available for women.

* Arrange for brainstorming sessions with teachers and interested parents, especially in localities in which girls tend to stop their education after high school, for the purpose of exploring methods of raising career aspirations.

*Adapted from Self-Study Guide to Sexism in Schools by Pennsylvania Department of Education 1975 and Eliminating Sex Discrimination in Schools by North Carolina Department of Public Instruction.

Nationwide Enrollments in Vocational Education Programs
for 1972 and 1976

					TOTALS
AGRICULTURE	M	1972	94.6	848,307	896,460
	F		5.4	48,153	
	M	1976	89.6	949,766	1,059,717
	F		10.4	109,951	
DISTRIBUTIVE	M	1972	54.7	350,403	640,423
	F		45.3	290,020	
	M	1976	59.3	533,899	900,604
	F		40.7	366,705	
HEALTH	M	1972	15.3	51,518	336,652
	F		84.7	285,071	
	M	1976	30.4	208,102	684,904
	F		69.6	476,802	
CONSUMER AND HOMEMAKING	M	1972	7.9	248,745	3,165,732
	F		92.1	2,916,987	
	M	1976	23.5	826,235	3,515,042
	F		76.5	2,688,807	
GAINFUL HOME ECONOMICS	M	1972	13.9	39,018	279,966
	F		86.1	240,948	
	M	1976	25.8	121,357	471,289
	F		74.2	349,932	
OFFICE	M	1972	23.6	555,491	2,351,878
	F		76.4	1,796,387	
	M	1976	38.8	1,207,546	3,114,692
	F		61.2	1,907,146	
TECHNICAL	M	1972	90.2	304,063	337,069
	F		9.8	33,006	
	M	1976	90.9	440,672	484,807
	F		9.1	44,135	
TRADE AND INDUSTRY	M	1972	88.3	2,118,288	2,397,968
	F		11.7	279,680	
	M	1976	89.1	2,771,561	3,109,950
	F		10.9	338,389	
GRAND TOTAL	M	1972	44.6	5,180,029	11,602,144
	F		55.4	6,422,115	
	M	1976	48.8	7,383,187	15,133,322
	F		51.2	7,750,135	

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Enrollments in Vocational Programs in Delaware
for 1972 and 1976

					TOTALS
AGRICULTURE	M	1972	87.0	1,241	1,426
	F		13.0	185	
	M	1976	81.3	1,639	2,015
	F		18.7	376	
DISTRIBUTIVE	M	1972	49.0	1,128	2,302
	F		51.0	1,174	
	M	1976	59.0	1,225	2,075
	F		41.0	850	
HEALTH	M	1972	4.1	30	729
	F		95.9	699	
	M	1976	1.5	48	3,170
	F		98.5	3,122	
CONSUMER AND	M	1972	4.0	413	10,333
HOMEMAKING	F		96.0	9,920	
	M	1976	28.2	390	1,383
	F		71.8	993	
GAINFUL HOME	M	1972	6.4	78	1,224
ECONOMICS	F		93.6	1,146	
	M	1976	3.3	169	5,126
	F		96.7	4,957	
OFFICE	M	1972	22.0	2,834	12,854
	F		78.0	10,020	
	M	1976	14.8	1,751	11,807
	F		85.2	10,056	
TECHNICAL	M	1972	98.8	772	781
	F		1.2	9	
	M	1976	87.3	1,611	1,846
	F		12.7	235	
TRADE AND	M	1972	89.0	7,553	8,586
INDUSTRY	F		11.0	1,033	
	M	1976	88.0	7,518	8,550
	F		12.0	1,032	
GRAND TOTAL	M	1972	40.4	17,528	43,427
	F		59.6	25,899	
	M	1976	58.5	39,211	67,048
	F		41.5	27,837	

Enrollments in Vocational Programs in Illinois
for 1972 and 1976

					TOTALS
AGRICULTURE	M	1972	94.5	28,654	30,335
	F		5.5	1,681	
	M	1976	83.7	28,593	34,156
	F		16.3	5,563	
DISTRIBUTIVE	M	1972	59.3	14,109	23,808
	F		40.7	9,699	
	M	1976	54.4	23,338	42,870
	F		45.6	19,532	
HEALTH	M	1972	17.1	3,015	17,682
	F		82.9	14,667	
	M	1976	15.6	4,406	28,203
	F		84.4	23,797	
CONSUMER AND HOMEMAKING	M	1972	14.2	4,057	28,572
	F		85.8	24,515	
	M	1976	17.7	5,846	32,989
	F		82.3	27,143	
GAINFUL HOME ECONOMICS	M	1972	6.9	3,391	49,169
	F		93.1	45,778	
	M	1976	13.0	9,184	70,405
	F		87.0	61,221	
OFFICE	M	1972	31.2	71,960	230,303
	F		68.8	158,343	
	M	1976	31.2	75,412	241,763
	F		68.8	166,351	
TECHNICAL	M	1972	87.4	11,573	13,248
	F		12.6	1,675	
	M	1976	93.3	17,824	19,107
	F		6.7	1,283	
TRADE AND INDUSTRY	M	1972	90.4	183,361	202,762
	F		9.6	19,401	
	M	1976	91.3	209,129	229,037
	F		8.7	19,908	
GRAND TOTAL	M	1972	53.7	320,120	595,879
	F		46.2	275,759	
	M	1976	54.2	391,190	720,521
	F		45.7	329,331	

Enrollments in Vocational Programs in West Virginia
for 1972 and 1976

					TOTALS
AGRICULTURE	M	1972	98.4	4,696	4,772
	F		1.6	76	
	M	1976	92.1	5,594	6,072
	F		7.9	478	
DISTRIBUTIVE	M	1972	37.5	437	1,165
	F		62.5	728	
	M	1976	40.5	1,126	2,781
	F		59.5	1,655	
HEALTH	M	1972	6.6	110	1,662
	F		93.4	1,552	
	M	1976	15.0	711	4,734
	F		85.0	4,023	
CONSUMER AND	M	1972	4.3	924	21,596
HOMEMAKING	F		95.7	20,672	
	M	1976	13.7	3,956	28,806
	F		86.3	24,850	
GAINFUL HOME	M	1972	6.9	80	1,161
ECONOMICS	F		93.1	1,081	
	M	1976	14.0	294	2,105
	F		86.0	1,811	
OFFICE	M	1972	15.3	2,204	14,395
	F		84.7	12,191	
	M	1976	20.7	5,664	27,390
	F		79.3	21,726	
TECHNICAL	M	1972	90.0	1,854	2,060
	F		10.0	206	
	M	1976	82.6	2,947	3,568
	F		17.4	621	
TRADE AND	M	1972	95.9	16,015	16,691
INDUSTRY	F		4.1	676	
	M	1976	96.3	28,548	29,650
	F		3.7	1,102	
GRAND TOTAL	M	1972	41.4	26,320	63,502
	F		58.6	37,182	
	M	1976	48.6	53,715	110,611
	F		51.4	56,896	

IX.

MYTHS ABOUT WORKING WOMEN

Compiled by: Joy F. Sokeitous & Kathy McFadden

WOMEN DON'T WANT TO WORK--False: 43% of all women over 16 are in the labor force. More women, and female heads of households, who want to work are unemployed than men. After WW II, 300,000 women war workers were fired. A Roper poll showed that 2 out of 3 wanted jobs.

WOMEN DON'T NEED TO WORK--False: 2/3 of the adult poor are women. About 40% of the working women in this country must work to support themselves or their families. In 10% of all American families, the husband does not work at all--he may be disabled, retired, or going to school. 25% of the women who worked in 1968 had husbands who earned less than $7000/year. If all women who worked in 1968 quit, the $90 billion they earned and spent would evaporate and extensive male layoffs would follow.

THERE IS HIGH ABSENTEEISM AMONG WOMEN--False: Men lose more time, considering both acute and chronic ailments suffered. The work-time lost by persons 17 years of age and over averaged 5.3 days for women and a higher 5.4 days for men, over the same period. Where an individual employer's statistics reflect significantly higher absenteeism for women, it may be because employment of women is restricted to clerical and other low-paying jobs and predominately young women who have had little working experience are employed. Men in low-level jobs are out just as often. Highly trained women occupying responsible and skilled positions are seldom absent more than men in similiar jobs. Women over 45 are out sick substantially less than men their age.

THERE IS HIGH JOB TURNOVER AMONG WOMEN--False: 10% of the men, but only 7% of the women employed in January 1966 were working in jobs different from the ones they held in January 1965. For both men and women workers, the lowest quit rates occur among skilled, professional and managerial workers--the highest among sales, service and unskilled workers. Turnover rate at the vice president level and up (overwhelmingly men) reached 5% by the end of 1968--due to internal roadblocks to the top, notes Newsweek.

WOMEN CAN'T DO ALL JOBS--False: During WW II, the Department of Labor reported that "it can hardly be said that any occupation is absolutely unsuitable for the employment of women." Women became crane and tractor operators, riveters, truck drivers, etc. The new technology is less and less a respector of old-fashioned sex differences. It eliminated the need for physical strength very rapidly and is now eliminating the need for detail work. There has never been any proof that sex differences in abilities have an innate basis. Cultural conditioning makes the difference.

WOMEN DON'T MAKE GOOD BOSSES--False: A study of attitudes toward women in the Federal service, by the U.S. Civil Service Comm., showed that men who had worked for a woman boss were more inclined to favor a woman in management than those who had not. Also, policymakers usually have the power to overcome any employee objections. With management support and a clear statement on the woman's authority and responsibility, women as well as men are able to manage effectively.

WOMEN DON'T QUALIFY FOR BETTER-PAYING JOBS--False: Over half the women college graduates are in the work force, compared with only 30% of the women with an eighth grade education. But, even women with degrees are hired mainly as clerks, secretaries and sales personnel. When women get well-paying jobs, they are denied titles and are promoted more slowly. Far fewer training jobs are offered to women high school graduates than to men with the same background. More women are being educated today, yet the concentration of women in lower income jobs is increasing rather than decreasing.

WOMEN'S WORK DOESN'T DESERVE MORE PAY--False: A trained nurse, traditionally female, has invested more time and money in her education, and her responsibility is at the very least as great as that of an electrician, traditionally male, but he earns more per hour. Typists must train themselves before being hired, but typewriter repairers are trained at the expense of the firm.

FEMALE HORMONES HAMPER JOB PERFORMANCE--False: There is little scientific evidence that a woman's physiological changes have much effect on her work performance. A Margaret Mead study showed that in a South Sea island culture where women were not taught to expect an emotional change, none was noticed. Men also have their cycles--in a study of male factory workers, Dr. Rex Hersey found that emotions varied predictably within a 24-hour period. Low periods were characterized by apathy, indifference or a tendency to magnify minor problems out of all proportion. A urine study also revealed that men experience a 4- to 6-week cycle, due to hormones. Using all this data, a Japanese transit firm reduced accidents by assigning male drivers according to individual cycles. Men and women engaged in stimulating occupations suffer minimal effects during both menopause and other cycles.

WOMEN NEED PROTECTIVE WORK LAWS--False: Laws limiting the weight a woman worker may lift are now used to keep women out of jobs that are no more arduous than hauling groceries or lifting a 5-year-old child. These laws would be fairer if they required tests of physical ability of both men and women. The male sex is most vulnerable to hernia. Laws regulating the shift women can work apply to manufacturing, where a night-shift differential may be paid, but don't apply to lower paid scrub persons, traditionally women. When work conditions are dangerous or unfair, men and women have an equal ability to suffer.

WOMEN'S PLACE IN THE HOME--False: History shows that her place is wherever she's needed. In the 19th century, the Industrial Revolution took spinning and weaving from the home to the mills--women were sought as a source of cheap labor. During wartime, especially WW II, women were encouraged to work. During the worker shortage of the mid-1960's, a temporary office-help firm retained a motivational research organization to help identify the appeals most likely to attract women to work. Other firms hired psychologists to speak to groups of women and help them overcome their fears about returning to work.

MARRIAGE IS A BARRIER TO JOB PERFORMANCE--False: Nearly half of all American women are in the work force, and most are married. 38% of all these women have children under 18 years of age, and combine the responsibilities of motherhood and work. Are fathers, especially without wives, treated the same way?

WORKING MOTHERS HARM CHILDREN--False: Sociologists report that they cannot find any important differences between the children of mothers who work and the children of mothers who stay at home. In some cases, children suffered in homes where the mothers wanted to work, but stayed home out of duty. They also found that the children of working mothers were sometimes more self-reliant than children reared by full-time, child-centered mothers. Europeans brought up by nannies say that the moral influence of their parents was stronger because their parents were not involved in their day-to-day physical care.

WOMEN ARE PAID EQUALLY--False: 20% of the women, but only 8% of men earn less than $3000. Only 3% of women, but 28% of men earn over $10,000/year. Starting salary for women college graduates is $18 to $86 LESS/month than for male grads in the same fields. Women average $3000 LESS/year than men in comparable jobs. Nearly 1/5 of all women with four years of college are employed as service workers; so are 7% of those who completed 5 or more college years.

SOURCES:

1969 Handbook on Women Workers, U.S. Department of Labor

Born Female: The High Cost of Keeping Women Down, by Carolyn Bird

Economic Forces in the U.S., U.S. Government Bulletin 1384

Toward Job Equality for Women, Equal Employment Opportunity Commission

Fact Sheet on the Earnings Gap, U.S. Department of Labor

U.S. News & World Report, April 13, 1970

A Matter of Simple Justice, U.S. Government Report, April 1970

Developing Women's Potential, by Edwin Lewis

Newsweek, January 3, 1972, p. 39
"From the South Seas Studies of Adolescence & Sex in Primitive Societies,"
M. Mead, MS, Spr. '72

Underutilization of Women Workers, U.S. Department of Labor, 1971

Lois Wlandis Hoffman & F. Ivan Nye, Working Mothers, Jossey-Bass, 1974

Barbara Wallston, "The Myth of the Working Mother," KNOW, Inc. 1973

This copy was edited to eliminate sex-biased language by Illinois Office of Education Staff.

SELECTED BIBLIOGRAPHY ON SEX EQUITY
MATERIALS IN EDUCATION

Available from the ECCMC
East Central Curriculum Management Center

Department of Adult, Vocational and Technical Education
Illinois Office of Education
100 North First Street
Springfield, Illinois 62777

January, 1979

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SEX EQUITY MATERIALS

The following materials are available free on loan from the East Central Curriculum Mangement Center (ECCMC). To obtain these materials contact the ECCMC, Illinois Office of Education, 100 North First Street, E-426, Springfield, Illinois 62777 (217)782-0759. A maximum of six (6) materials may be loaned at one time. The loan period is two weeks for films and one month for all other materials.

American Man; tradition and change (Filmstrip). New York, NY, Butterick Publishing, 1976. 2 color filmstrips and cassettes: 1. Traditions in Question, 80 fr., 11 min. 2. Living With Change, 76 fr., 11 min. Includes teachers's guide.

Introduction to the problems of examining sex role stereotyping.

American Woman; new opportunities (Filmstrip). New York, NY, Butterick Publishing, 1976. 2 color filmstrips and cassettes: 1. Who Are You?, 92 fr., 11 min. 2. Who Can You Be? 87 fr., 14 min. Includes teacher's guide.

Encourages students to understand and explore their options and to think about and plan for their future as independent adults.

And Jill Came Tumbling After: Sexism In American Education. Stacey, Judith Susan Bereaud, and Joan Daniels. New York, NY, Dell Publishing Co., 1974. 461 pp. $1.75.

Documents and analyzes institutional, cultural, and psychological varieties of sexism in education.

An Annotated Bibliography of ERIC Documents on Sex Stereotyping in Vocational Education. Honolulu, HI, Western Curriculum Coordination Center, 1977. 7 pp.

Includes abstracts for 15 ERIC documents on sex stereotyping in vocational education.

Biased Textbooks: A Research Perspective. Weitzman, Lenore J. and Diane Rizzo. Washington, DC. National Foundation for the Improvement of Education, Resource Center on Sex Roles in Education, 1974.

Presents one of the most comprehensive studies of the presentation of men and women in textbooks that has been completed to date.

Career Guidance Materials: Implications for Women's Career Development. Vetter, Louise, David W. Stockburger, and Christine Brose. Columbus, OH, The Ohio State University, The Center for Vocational Education, 1974. 82 pp. (Research and Development Series, No. 97)

Provides the needed procedures and tools for designing and implementing a high school career guidance program with representation of careers for women.

Catalyst Publications. Catalyst. New York, NY, Catalyst, 1973. 40 booklets.

Catalyst publications are designed to develop more productive interaction among women, employers, counselors and educators.

A Checklist for Evaluating Materials. Princeton, NJ, Women on Words & Images, 1978.

Includes checklists for language, roles, omissions, physical appearance, and audiovisual materials.

Cracking the Glass Slipper: PEER's Guide to Ending Sex Bias in Your Schools. Steele, Clelia. NOW Legal Defense and Education Fund, 1977.

This guide explains the law (Title IX); it tells what to look at, what questions to ask and who to ask. It suggests ways to work for constructive change.

Eliminating Sex Discrimination In Schools; a source book. Phillips, A. Craig, State Superintendent of Public Instruction. Raleigh, NC, State Department of Public Instruction, Research and Information Center, 1975. 150 pp.

Provides specific, practical suggestions and resources which teachers, guidance counselors, coaches, school administrators, school board members, teacher educators, as well as parents and students, can consider and use in correcting the situation.

Elimination of Sex Discriminiation in Athletic Programs. Holmes, Peter E. Washington, DC. U.S. Department of HEW, Office for Civil Rights, 1975. 10 pp.

This memorandum provides guidance with respect to the major first year responsibilities of an educational institution to ensure equal opportunity in the operation of both its athletic activities and its athletic scholarship programs.

Expanding Career Horizons (Game). Springfield, IL, Illinois Office of Education, 1977. For sale from the Curriculum Publications Clearinghouse, 76B Horrabin Hall, Western Illinois University, Macomb, IL 61455. $25.00.

A curriculum to expand the career horizons of young men and women to eliminate sex-role stereotyping in occupational education and to make students more realistic about their employment opportunities and rights. The curriculum addresses itself directly to students of both sexes (grades 7-14), and provides peripheral influence on teachers, school administrators, and parents.

The curriculum includes five fifty-minute lessons:

Introductory Lesson - Sex Stereotyping
Lesson II - Laws Prohibiting Sex Discrimination
Lesson III - Labor Force Participation of Women
Lesson IV - Wages and Cost of Living
Lesson V - Guidance Tests

Expanding Career Horizons: The Special Vocational Needs of Women (Final Report). Kane, Rene C. and Constance W. Cline. Springfield, IL, DAVTE, 1978. 32 pp.

Designed to enable Illinois educators, as well as those in other states, to gain additional insight into efforts to achieve sex equity in vocational education.

Expanding Nontraditional Opportunities in Vocational Education. College Park, MD, Ellis Associated, Inc., 1977.

Includes 3 training packages discussing approach to expanding nontraditional opportunities for vocational education, barriers to expanding nontraditional opportunities for vocational education students, and legislation addressing equal opportunity in vocational education and employment.

EVE; Equal Vocational Education. Lerner, Jane, Fredell Bergstrom and Joseph E. Champagne. Houston, TX, University of Houston, Center for Human Resources, 1976. 96 pp.

Includes developing the recruitment model, assessing and changing attitudes, relationship with industry and unions, and recommendations.

Fair and Balanced Treatment of Minorities and Women, Guidelines. Cincinnati, OH, South-Western Publishing Company, 1976. 72 pp.

Includes information which is to be used as guidelines for the preparation of instructional materials by South-Western Publishing Company.

Final Title IX Regulation Implementing Education Amendments of 1972 Prohibiting Sex Discrimination in Education. Holmes, Peter E., Director. Washington, DC, U.S. Department of Health, Education, and Welfare, Office for Civil Rights, 1975.

The regulations describe how Title IX will be enforced and how it applies to educational institutions.

A Girl Like Me, A Boy Like Me; developing children's attitudes toward sex roles (Filmstrip). New York, NY, Miller-Brody Productions Inc., 1976. 2 color filmstrips and cassettes: 1. A Girl Like Me, 38 fr, 3:34 min. 2. A Boy Like Me, 36 fr, 3:25 min. Includes instructor's resource book by Myra Sadker.

Offers a way to counter sex-role stereotypes in the classroom. Both filmstrips are studies in positive self-concept and affirmative statements of what children are like and can become.

Guidelines for Assessment of Sex Bias and Sex Fairness in Career Interest Inventories. Washington, D.C., National Institute of Education, 1974. 10 pp.

Guidelines include the inventory itself, technical information and interpretive information.

Guidelines for Improving the Image of Women in Textbooks. Glenview, IL, Scott, Foresman and Company, 1974. 11 pp. Free.

Guidelines focus specifically on the elimination of sexism as it relates to women in textbooks.

Guidelines for Sex-Fair Vocational Education Materials. Princeton, NJ, Women on Words & Images, 1978. 32 pp.

Presents useful guidelines for developing materials and can also be used as checklist for evaluating existing materials in terms of sexism.

Guidelines for the Creative Use of Biased Materials in a Non-Biased Way. Princeton, NJ, Women on Words & Images, 1978.

Guidelines aid vocational education teachers in recognizing and dealing with sex biases contained in materials in such a way as to mitigate their effects.

A Handbook for Workshops on Sex Equity in Education: information activities resources for educators, students, the community. Verheyden-Hilliard, Mary Ellen. Washington, DC, American Personnel and Guidance Association, 1976, 80 pp.

Handbook presents a model workshop for those with limited resources, an outline for those who can enlist additional help, and backup information resources for all concerned with sex equality in education.

A Handbook of State Laws and Policies Affecting Equal Rights for Women in Education. Pearson, Jessica. Denver, CO, Education Commission of the States, 1975. 125 pp. (Report No. 62). $2.00.

Includes state laws and policies affecting equal rights for women for each state.

I'm Glad I'm a She, I'm Glad I'm a He (Filmstrip). Raleigh, NC, North Carolina Department of Public Instruction, 1977. 110 fr. color. 35mm. and cassette, 24 min. Includes script.

Awareness activity for educators to encourage the reduction of sex bias, to help each child develop as an individual and to give both boys and girls the self-confidence to be genuinely free.

Implementing Guidelines. Cronin, Joseph M. Springfield, IL, Illinois Office of Education, 1977.

Designed to facilitate the efforts of Illinois educators to expand options for all students, removing barriers and encouraging growth, so that no child is limited solely on the basis of his or her sex.

Liberating Young Children From Sex Roles; Experiences in Day Care Centers, Play Groups, and Free Schools. Greenleaf, Phyllis, Taube. Somerville, MA, New England Free Press, 1972. 21 pp. 50¢.

Discusses teaching sex role stereotypes, confronting children's acts of exclusion, helping individual children break out, and what kind of models we are.

Manual for Recognizing Sex Bias in Instructional Materials and Administrative Procedures. Smith, Laveta Johnson. Chicago, IL, Illinois Office of Education, Urban and Ethnic Education Section, 1975. 38 pp.

Deals specifically with sex discrimination laws, sex role stereotyping, language distortion and how to eliminate it, and strives for a balanced view of women in instructional materials.

Measures of Educational Equity for Women: A Research Monograph. Williams, K.L., B.J. Parks, and C.J. Finley, Palo Alton, CA, American Institutes for Research, 1977. 231 pp.

Locates and makes available and usable suitable measurement instruments to facilitate evaluation in present and future projects for women's educational equity.

A Model for Non-Sexist Child Development; a pre-school program. New York, NY, Women's Action Alliance, 1975. 32 pp.

Describes a non-sexist, multiracial curriculum guide for early childhood education and techniques for raising the consciousness of both child care staffs and parents.

A Model to Retrain Women Teachers and Skilled Women as Teachers in Non-traditional Vocational Programs (Final Report). Kane, Roslyn D., Laura Chen Fernandez and Jill Miller Godoff. Arlington, VA, Rj Associates, Inc., 1977.

Final report for project to develop a model to facilitate the retraining of women teachers and skilled women to teach in non-traditional secondary vocational education programs.

New Career Options For Women: A Selected Annotated Bibliography. Phelps, Ann T., Helen S. Farmer and Thomas E. Backer. New York, NY, Human Sciences Press, 1977. 144 pp. $9.95.

Describes in brief summary form selected research studies and related documents, most of them published since 1970.

New Pioneers; the North Carolina program to eliminate sex bias in occupational education. Smith, Amanda J. Raleigh, NC, North Carolina Department of Public Instruction, 1977. 116 pp.

Describes North Carolina project which focused entirely on eliminating sex bias in occupational education programs.

Nondiscrimination of Basis of Sex. Washington, D.C., U.S. Government Printing Office, 1975.

Present rules and regulations for nondiscrimination on the basis of sex in education programs and activities receiving or benefiting from federal financial assistances.

Pennsylvania Department of Education Guidelines for Creating Positive Sexual and Racial Images. New York, NY, Macmillan Publishing, Co., Inc., 1975. 82 pp.

Includes guidelines for teatment of the sexes, races and minorities; avoiding racial and minority stereotypes in art; and subject-area guidelines.

Placement of Junior and Senior High School Students in Non-Traditional Career Exploration Experiences in the Community. Blum, Dr. Robert E. Lakewood, CO, Jefferson County Public Schools, Career Education Department, 1978.

Describes the program which utilizes the community as a major learning resource for non-traditional career exploration.

The Project Awareness Training Program. Adelberger, Audra, et al. Olympia, WA, Superintendent of Public Instruction, 1976.

Provides a basic training program addressing issues of sex bias in education.

A Project to Increase Awareness and Develop Skills for Eliminating Sex Bias in Vocational Education (Final Report). St. Louis, MO, Evaluative Research Associates, Inc., 1978. 51 pp.

Explains the skills, behavior, and knowledge deemed necessary for eliminating sex role bias in vocational education.

Promoting Educational Equity Through School Libraries. Nilsen, Alleen Pace and Karen Beyard Tyler. Washington, DC. U.S. Department of Health, Education, Welfare, 1977. Includes modules 2, 3 and 5.

Module 2 - Sexism and Sex-Role Stereotyping in School Materials, Module 3 - Characteristics of Sex-Fair Instructional Materials, and Module 5 - Promoting Educational Equity in the Library.

Racial and Sex Role Stereotyping in Career Information Illustration. Birk, Janice M., Jacqueline Cooper, and Mary Faith Tanney. College Park, MD, University of Maryland, 1974. 18 pp.

Examines whether sex role stereotyping and racial stereotyping exist in career illustrations.

Readi-Reference Packet; Sex Equity in Education. Illinois Resource and Dissemination Network. Springfield, IL, State Board of Education, Illinois Office of Education, 1977.

Provides educators with ERIC documents, journal articles, and ERIC microfiche on sex equity in education.

Resource List Sex-Role Stereotyping. St. Louis, MO, Evaluative Research Associates, Inc., 1978. 42 pp.

This resource list focuses on research reports, books, manuals and audio-visual materials relevant to the field of sex-role stereotyping and biases.

Reviewing Curriculum for Sexism. Nyquist, Ewald B., President of the University. Albany, NY, The State Education Department, Division of Curriculum Development, 1975. 88 pp.

Designed to assist schools in ending sexual stereotyping. It provides a model for use in identifying and eliminating sexual stereotyping in educational materials.

Selected List of Postsecondary Education Opportunities for Minorities and Women. Califano, Joseph A. Jr., Secretary. Washington, DC. U.S. Department of HEW, 1977.

Lists specific loan, scholarship, and fellowship opportunities, and also provides some general information on how and where to seek out general assistance to prepare oneself to pursue additional education and career goals.

Selecting Professionals in Higher Education: A Title IX Perspective. Taylor, Emily and Donna Shavlik. Washington, DC, National Foundation for the Improvement of Education, 1975. 25 pp.

Focuses upon strategies for the elimination of sex discrimination in postsecondary institutions.

Sex Discrimination in the Selection of School District Administrators: What Can Be Done? Timpano, Doris M. and Louise W. Knight. Washington, DC, US Department of HEW, National Institute of Education, Education and Work Group, 1976. 65 pp.

May contribute to a more systematic examination of ways of achieving compliance with Title IX and may help people take action against hiring prejudices.

Sex Equality In Educational Materials. Salmon, Paul B., Executive Director, AASA. Arlington, VA, American Association of School Administrators, 1975. 18 pp. (AASA Executive Handbook Series, Vol. IV) $2.50.

Discusses the problem of sex equality in educational materials and what can be done about it.

Sex Equity in Illinois Schools; problems, research and remedies. Illinois Office of Education, Springfield, IL. 1977. 180 pp.

Addresses the implementation of providing equal access, equal opportunity, and equal treatment to all school children.

Sex Fairness in Career Guidance; a learning kit. (Cassette). Cambridge, MA., Abt Publications, 1975. 1 cassette. Includes 4 role plays, 6 transparencies and text by Linda B. Stebbins, Nancy L. Ames and Ilana Rhodes. $15.00.

Presents materials to aid in the elimination of sex-role stereotyping and sex bias in the process of career choice.

Sex Role Stereotyping in the Schools, revised edition. Washington, DC, National Education Association, 1977. 122 pp. $2.50.

Includes 10 articles about the school and the classroom and 6 articles about the school and the community.

The Status and Role of Female Vocational Faculty in Comprehensive High Schools. Basualdo, Eugenio Alfredo. The Pennsylvania State Department of Vocational Education, 1975. 204 pp. (Research Report, Volume 13, Number 15).

Part of a larger study of several types of educational institutions. Self-perception of female faculty in dual-role conflict, career aspirations, and career expectations.

Thinking and Doing: Overcoming Sex-Role Stereotyping in Education. Stein, Dorothy, et al. Honolulu, HI, University YWCA, The Hawaii Educational Equity Program, 1978. 207 pp.

Uses the medium of small group discussions to effect social change in sex role stereotyping in education.

Title IX of the 1972 Education Amendments; a summary of the implementing regulation. Resource Center on Sex Roles in Education. Women's Program Staff, U.S. Office of Education, Department of Health, Education, and Welfare, 1976. 16 pp.

Discusses the general provisions, coverage, admissions, and treatment of students in educational programs and activities.

Undoing Sex Stereotypes; research and resources for educators. Guttentag, Marcia and Helen Bray. New York, NY, McGraw-Hill Book Company, 1976. 342 pp.

Contains nonsexist curriculum packets which have been evaluated for practicality and effectiveness by use in actual classrooms.

Unlearning the Lie: sexism in school. Harrison, Barbara Grizzuti. New York, NY, Liveright, 1973. 176 pp. $6.95.

Account of the struggle to provide an education that will allow our children to make their own choices, not limit them to choices based on gender.

U=TOPIX; non-sexist educational materials. Roerden, Chris. Brookfield, WI, 1976. $1.50.

Includes 6 u-topix: your utopia, write a report, drama/discussion, trivia contest, bulletin board project and self-test.

When I Grow Up. . . (film). Motorola Teleprograms, Inc., 4825 North Scott, Suite 23, Schiller Park, IL 60176. Toll free number 800-323-1900. $295.00. Weekly rental $50.00. 16mm color/sound film, 20 minutes.

The film is geared primarily towards administrators, counselors, and teachers for workshops and inservice sessions but could also be used with parents and older students. It contains 8 sequences beginning with kindergarten and progressing through senior high school which show stereotypic behavior or ways to deal with stereotypic behavior. It will serve to increase awareness among educators of the existence of sex-role stereotype practices typically found in the classroom and school in (a) behavior of teachers, counselors, and administrators and (b) content of texts and materials. Through these examples and an accompanying discussion guide the film will help alleviate the restrictive influences of traditional sex-role expectations.

Women In Administrative Positions In Public Education. Washington, D.C., Recruitment Leadership and Training Institute, Department of Health, Education and Welfare, U.S.O.E., 1974. 66 pp.

Discusses data revealing sexual imbalance in administration, causes of sexual imbalance, various modes of response and affirmative action.

Women in Vocational Education; project baseline supplemental report. Steele, Marilyn. Flagstaff, AZ, Northern Arizona University, Project Baseline, 1974. 146 pp.

Discusses current status of women in the world of work and vocational-technical education for females, sexism in society and education, and staff-related problems for women in education.

Workshop in Providing Equal Career Opportunities. Cubit-Swoyer, Donna. New Brunswick, NJ, Rutgers University, Vocational-Technical Education Department, 1977. 121 pp.

Provides a step-by-step procedure for training counselors and teachers to provide sex-fair career counseling and programs.